

LEARNING AIDS EVALUATION SUMMARY

Reading

Student Name: _____ Date: _____ System/School: _____

During this evaluation, informal measures were used to evaluate the student's reading skills and his/her ability to use various assistive technology devices. The following is a summary of his/her performance.

Standard Print Format: Reading level materials

Silent Reading			
Sample used:	Reading/Vocabulary level:	Length of sample:	Reading time: <input type="checkbox"/> Required rereading _____ # times
Student able to answer _____ / _____ questions	<input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential	<input type="checkbox"/> list events in sequence	Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading
Comments: _____ _____ _____			

Oral Reading			
Sample used:	Reading/Vocabulary level:	Length of sample:	Reading time: <input type="checkbox"/> Required rereading _____ # times
Reading Accuracy: _____ total # words	_____ # miscalled	_____ # unknown	_____ # omitted
Student able to answer _____ / _____ questions	<input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential	<input type="checkbox"/> list events in sequence	Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading
Comments: _____ _____ _____			

Silent Reading			
Sample used:	Reading/Vocabulary level:	Length of sample:	Reading time: <input type="checkbox"/> Required rereading _____ # times
Student able to answer _____ / _____ questions	<input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential	<input type="checkbox"/> list events in sequence	Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading
Comments: _____ _____ _____			

Oral Reading			
Sample used:	Reading/Vocabulary level:	Length of sample:	Reading time: <input type="checkbox"/> Required rereading _____ # times
Reading Accuracy: _____ total # words	_____ # miscalled	_____ # unknown	_____ # omitted
Student able to answer _____ / _____ questions	<input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential	<input type="checkbox"/> list events in sequence	Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading
Comments: _____ _____ _____			

Low Technology Reading Aids:

During this evaluation, the student used the following reading aids:

- ☐ Tracking aid
 ☐ reading window ☐ ruler ☐ colored transparent reading guide
☐ Contrast aid
 ☐ highlighter tape ☐ colored overlay, specify color: _____
☐ Magnifier
☐ Text enlargement
☐ Slant board

Comments: _____

Word Identification Aids:

During this evaluation, the student used the following word identification aids:

- ☐ Talking dictionary/spell checker
- ☐ Reading Pen

When using the above devices, the student was able to independently:

- ☐ type word into talking dictionary/spell checker
- ☐ scan word with reading pen
- ☐ obtain correct pronunciation of words
- ☐ obtain the definition of the word
- ☐ recognize the word when appeared in print later in the reading sample

Comments: _____

What was the student's opinion of the equipment based upon their typical tasks?

Alternative Format: Grade level content materials

Audiotape or CD

Text Not Viewed

Sample used:	Reading/Vocabulary level:	Length of sample:	<input type="checkbox"/> Required listening to ____ additional times
Reading time:			Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading
Student able to answer ____/____ questions	<input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential	<input type="checkbox"/> list events in sequence	

Student was able to operate a tape/CD based player:

- ☐ place or remove tape or CD into/from player
- ☐ play ☐ stop on cue
- ☐ Cue/Review (play w/ fast forward or rewind) on tape
- ☐ adjust playback: ☐ volume
- ☐ student was able to locate target text
- ☐ find page on CD
- ☐ rewind
- ☐ speed on tape
- ☐ pitch on tape

Comments: _____

Audiotape or CD

Text Viewed

Georgia Project for Assistive Technology www.gpat.org

Permission to photocopy is granted for non-commercial purposes if this credit is retained.

Sample used:	Reading/Vocabulary level:	Length of sample:	<input type="checkbox"/> Required rereading/ listening to _____ additional times
Reading time:	<input type="checkbox"/> Able to track in book while listening		Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading
Student able to answer _____ / _____ questions	<input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential	<input type="checkbox"/> list events in sequence	
Student was able to operate a tape/CD based player: <input type="checkbox"/> place or remove tape or CD into/from player <input type="checkbox"/> play <input type="checkbox"/> stop on cue <input type="checkbox"/> find page on CD <input type="checkbox"/> rewind <input type="checkbox"/> Cue/Review (play w/ fast forward or rewind) on tape <input type="checkbox"/> adjust playback: <input type="checkbox"/> volume <input type="checkbox"/> speed on tape <input type="checkbox"/> pitch on tape <input type="checkbox"/> student was able to locate target text Comments: _____ _____ _____			

Talking Word Processor			Text Viewed
Sample used:	Reading/Vocabulary level:	Length of sample:	Reading time:
Software Used: _____ Voice: _____ Words per minute: _____ Font size: _____	<input type="checkbox"/> Headphone <input type="checkbox"/> Speakers <input type="checkbox"/> Highlighting used	<input type="checkbox"/> Required rereading _____ # times	Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading
Student able to answer _____ / _____ questions	<input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential	<input type="checkbox"/> list events in sequence	
Student <input type="checkbox"/> did <input type="checkbox"/> did not require highlighting to track text			
When presented with a computer based reading sample, the: <input type="checkbox"/> student was able to open a text file <input type="checkbox"/> student was able to move the cursor within the word processor <input type="checkbox"/> student was able to highlight single words and sentences <input type="checkbox"/> student was able to use the speech feedback feature <input type="checkbox"/> student was able to complete simple visual/speech adjustments (font, color, wpm, etc.) Comments: _____ _____ _____			

Text Reading Software			Text Viewed
Sample used:	Reading/Vocabulary level:	Length of sample:	Reading time:
Software Used: _____ Voice: _____ Words per minute: _____ Font size: _____	<input type="checkbox"/> Headphone <input type="checkbox"/> Speakers <input type="checkbox"/> Highlighting used	<input type="checkbox"/> Required rereading _____ # times	Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading
Student able to answer _____ / _____ questions	<input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential	<input type="checkbox"/> list events in sequence	
When presented with a computer based reading sample, the: <input type="checkbox"/> student was able to open a text file <input type="checkbox"/> student was able to move the cursor within the word processor <input type="checkbox"/> student was able to highlight single words and sentences <input type="checkbox"/> student was able to copy and paste to have the text read <input type="checkbox"/> student was able to complete simple visual/speech adjustments (zoom, wpm, etc.) Comments: _____			

Advanced Reading and Writing Aid			Text Viewed
Sample used:	Reading/Vocabulary level:	Length of sample:	Reading time:
Software Used: _____ Voice: _____ Words per minute: _____ Font size: _____	<input type="checkbox"/> Headphone <input type="checkbox"/> Speakers <input type="checkbox"/> Highlighting used	<input type="checkbox"/> Required rereading _____ # times	Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading
Student able to answer _____ / _____ questions	<input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential	<input type="checkbox"/> list events in sequence	
When presented with an advanced reading and writing aid, the: <input type="checkbox"/> student was able to adjust the reading features <input type="checkbox"/> student was able to complete simple visual and speech adjustments (zoom, wpm, etc.) <input type="checkbox"/> student was able to use the dictionary to find definitions of unknown words <input type="checkbox"/> student was able to add notes <input type="checkbox"/> student was able to use the bookmark feature <input type="checkbox"/> student was able to use the highlighter tools to highlight single words and sentences <input type="checkbox"/> student was able to extract highlighted text or notes			
When using the advanced reading and writing aid, the following options were required: <input type="checkbox"/> exact view of textbook (textbook image) <input type="checkbox"/> dictionary access <input type="checkbox"/> note making capabilities <input type="checkbox"/> highlighting text with highlighter tools <input type="checkbox"/> ability to add notes to exact view of textbook <input type="checkbox"/> ability to copy from textbook image and paste into a document <input type="checkbox"/> capability to extract text Comments: _____			

Feature Match	

[illegible]

Basic Computer Operations

The student's ability to execute the following computer operations was informally evaluated

- | | | |
|---|------------------------------|-----------------------------|
| Turn computer on and off | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Turn monitor on and off | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Insert and eject diskette/CD in floppy/CD Rom drive | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Plug in and remove USB device | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Turn printer on and off | <input type="checkbox"/> yes | <input type="checkbox"/> no |

Comments: _____

RECOMMENDATIONS:

Based on the results of this evaluation, the following recommendations are made regarding assistive technology to support reading skills and access to printed information:

- ☐ Student should use standard print media (e.g. textbooks, worksheets, etc.) when appropriate
- ☐ Student should utilize the following low technology reading aids to enhance access to printed information:
 - ☐ Tracking aids
 - ☐ reading window
 - ☐ ruler
 - ☐ colored transparent reading guide
 - ☐ Contrast aids
 - ☐ highlighting, specify: _____
 - ☐ colored overlay, specify color: _____
 - ☐ Text enlargement - Specify magnifier or degree of enlargement required for print on paper and on computer _____
- ☐ Student should use the following word identification aids:
 - ☐ Hand held talking spell checker/dictionary, specify: _____
 - ☐ Reading pen, specify _____
- ☐ Student should use the following alternate formats:
 - ☐ Adapted tape/CD player/recorder, specify: _____
 - ☐ Supporting hardware:
 - ☐ Headphone
 - ☐ Talking word processor, specify: _____
 - ☐ Supporting hardware:
 - ☐ Scanner
 - ☐ Headphone
 - ☐ Text reading software, specify: _____
 - ☐ Supporting hardware:
 - ☐ Scanner
 - ☐ Headphone
 - ☐ Advanced Reading and Writing Aid, specify: _____
 - ☐ Supporting hardware:
 - ☐ Scanner
 - ☐ Headphone

☐ Student and staff require instruction in recommended software and hardware devices

Computer input and access:

- ☐ The student requires instruction in keyboarding to enhance computer input.
☐ The student requires an alternative device for computer input. (Complete Computer Access Evaluation if checked.)

Additional recommendations: _____

_____ Evaluation completed by	_____ Position	_____ Date
_____ Evaluation completed by	_____ Position	_____ Date